

ELDA

English Language Development Assessment

Exemplar Guide

Kindergarten

Table of Contents

The following table of contents lists the standards and corresponding examples that are included in this guide.

Purpose of the Guide	3
How to use this Guide	3
Reading Inventory for Kindergarten Students	4
R07 – 2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.....	5
R12 – 5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge)	7
R13 – 6.4 Recognize cause and effect and problem and solution, and use of text for support	10
Writing Inventory for Kindergarten Students	13
W03 – 2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem)	14
W04 – 3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling	17
W05 – 3.5 Edit writing for complete sentences	20
Listening Inventory for Kindergarten Students	23
L03– 2.1 Identify main points from spoken language (with and without visual support)	24
L05– 3.1 Understand common expressions and vocabulary related to school social interaction	27
L07– 4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.....	30
Speaking Inventory for Kindergarten Student	33
S06– 3.2 Clarify and support spoken ideas with evidence, elaboration, and examples	34
S07– 3.3 Use logically connected language and discuss implied meanings	37
S08– 4.3 Use language to justify, organize, agree, and disagree	40

❖ Purpose of the Guide

This guide was developed to assist teachers in administering the ELDA assessment to kindergarten students. The guide aims to provide teachers with examples of the types of tasks and the types of assessment settings they may use to evaluate their students. The examples provided were submitted by kindergarten teachers from five different states.

The teacher-provided examples were vetted by the ELDA sponsors, edited for length and clarity and to conform to ELDA scoring expectations, and reproduced here for your benefit. They are intended as examples of the types of assessment settings and judgments that teachers are using to evaluate their students according to the ELDA scoring guides.

Use these examples to design your own tasks and settings to evaluate your students. You may use these examples, but are encouraged to use materials that are familiar to you and your students.

Please note that not all tasks are included in this guide. We have collected examples only for those tasks with task descriptions or scoring guides that require a greater deal of professional judgment.

❖ How to use this Guide

Read through the summary guide at the top of each inventory. The skills follow the summary guide, and each skill is preceded by a short explanation. If examples are included they will follow the skill. Each example lists the resources used or the assessment setting in which the student was observed, followed by the score assigned and a short explanation of the score.

It is our aim that once you have examined the guides and these examples, you should have a clearer understanding of the skill each task is evaluating and the scoring scheme for each task.

Feel free whenever appropriate to develop your own tasks or to model your tasks on the examples provided here.

Please remember to score students on the skill being assessed. For instance, when evaluating a reading skill, do not penalize students for nonverbal responses or for incorrect grammar. Instead, assess only the specific skill.

Some items in the inventory refer to passage length and to grade-appropriate material. Passage lengths (short, medium, and long) and grade-appropriate material are defined locally. Please ensure that you are familiar with your local criteria for these and that these are applied consistently.

Reading Inventory for Kindergarten Students

The kindergarten reading inventory has 14 skills, numbered **R01-R14**. Each skill describes a reading and pre-reading skill, and is divided into score assignments which describe increasing levels of mastery of the skill.

Example:

R##	Description of Reading Skill				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
	Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point	

Students are scored on a scale from 0-3.

- ❖ A student who has not yet developed the skill, **scores a 0**.
- ❖ **A score of 1** indicates that the student has begun to acquire the skill but only to a very limited extent, and may require a large amount of prompting and repetition from the teacher.
- ❖ **A score of 2** indicates some progress in acquiring the skill but not yet mastery of it.
- ❖ **A score of 3** indicates mastery or near mastery of the skill. The skills in the Reading Inventory build from simple letter recognition to comprehension of text meaning.

Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point

Before administering the inventory, **make sure you have studied the 14 skills and understand the settings in which you will be observing behaviors that elicit these skills.**

In the next section the 14 skills of the reading inventory are further explained, with some examples provided by teachers. The teacher-submitted material contains examples of the prompts used in the classroom in administering the ELDA, as well as examples of student responses, scores, and explanations of the scores. The material is provided to assist you in developing your own prompts, and you are encouraged to use material from your own classroom that is familiar to you and your students.

R07 – 2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose

In R07 the focus is on pre-reading and reading strategies.

- Students who are able to use one pre-reading or reading strategy, **score a 1**.
- Students who are able to use two pre-reading or reading strategies, **score a 2**.
- Students who are able to use three or more pre-reading or reading strategies, **score a 3**.

R07	<i>2.4 Use prereading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	<p>With visuals and prompting, student demonstrates ability to use at least one prereading or reading strategy to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story 	<p>With visuals and prompting, student demonstrates ability to use at least two prereading and reading strategies to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story 	<p>With visuals and prompting, student demonstrates ability to use at least three prereading and reading strategies to read written text.</p> <ul style="list-style-type: none"> ▪ group discussion ▪ drawing pictures ▪ picture dictionary ▪ graphic organizers ▪ picture clues to predict a story

In the following examples, teachers used different materials to assess student ability to use pre-reading and reading strategies.

Example R07-1

Resource(s): A book titled “Weather Report”.

Prompts and Sample Scenario	Score	Explanation
<p>Teacher presents the book to a small group of kindergarteners and asks the question, “What can we learn from this book?” Students look at all the pictures in the book. They each depict weather situations, such as rain, snow, thunderclouds, and clear skies.</p> <p>The group offers: It is raining. I see clouds. I see sunshine. That is a hot day. Snow. I like snow. Look at the snowman! I make a snowman.</p> <p>A student is asked to respond to the question. He says:</p> <p style="padding-left: 40px;">What this say? This hot This sun Sunday It ...I know that word ...”it” It was Monday It was... It was... That wind It was windy</p>	2	<p>This response was given a score of a two because the student used two pre-reading strategies appropriately: using the picture clues throughout the book to gain meaning (photos of various weather conditions) and group discussion from student’s peers helped supply words for reading.</p>

Example R07-2

Resource(s): *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks, illustrated by Nadine Bernard Wescott (HarperFestival, 1998)

Prompts and Sample Scenario	Score	Explanation
<p>Before reading the book, teacher shows the front of the book and reads the title. Student looks through the book.</p> <p>Teacher: What do you think this book will be about? (Prompting for a prediction) Student: A girl and her laundry. It will be funny.</p> <p>Teacher: What do you know about hanging up laundry? Student: One time at our old house, we didn’t have a dryer, only a washer. My mom would hang the clothes up to dry.</p> <p>Teacher: What is happening in the story? Student: Hang up the phone means to put it down. (Signaling the page where Mrs. McNosh hangs the telephone on the clothes line.)</p>	3	<p>Student was able to use 3 pre-reading strategies with visuals and teacher prompting. Student was able to predict, use prior knowledge, and preview to increase comprehension of the story.</p>

R12 – 5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge)

In R12 the focus is on the student's ability to use various strategies to make sense of a written text. The student may use the context, prior knowledge of the text, or illustrations to construct the meaning of the text.

The student scores a higher score for longer texts.

R12		<i>5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1.	With prompting, student uses various strategies to construct meaning of short narrative passages (words to 2 or 3 sentences), for example: <ul style="list-style-type: none">▪ illustrations,▪ context clues,▪ prior knowledge,▪ retelling.	With prompting, student uses various strategies to construct meaning of short to medium passages (up to one paragraph), for example: <ul style="list-style-type: none">▪ illustrations,▪ context clues,▪ prior knowledge,▪ retelling.	With prompting, student uses various strategies to construct meaning of grade-appropriate passages of various types, for example: <ul style="list-style-type: none">▪ illustrations,▪ context clues,▪ prior knowledge,▪ retelling.	

In the following examples, teachers used different materials to assess student ability to use various strategies to construct meaning.

Example R12-1

Resource(s): *Here comes Peter Cottontail!* by Steve Nelson and Jack Rollins, illustrated by Pamela R. Levy (Candy Can Press, 2003)

Prompts and Sample Scenario	Score	Explanation
<p>During read-aloud time, Teacher begins by reading the first three pages of the book and stops after reading the part where the wolf says, “those bunnies make such a big deal out of Easter. They sing and they dance and they feast - and they never invite me. Well, I’ll show them. Peter Cottontail won’t be giving out any Easter eggs this year.”</p> <p>Teacher: Does this story make you think of another story that we have read?</p> <p>Student: Yeah, that bad guy stole the Christmas tree and all the presents!</p> <p>Teacher: The Grinch story?</p> <p>Student: Yeah, that’s it! How the Grinch Stole Christmas</p>	3	With teacher prompting, student was able to construct meaning of grade-appropriate passage by making connections and accessing prior knowledge.

Example R12-2

Resource(s): *Cam Jansen and The Mystery of the Television Dog* by David A. Adler, illustrated by Susanna Natti (Puffin, 2004)

Prompts and Sample Scenario	Score	Explanation
<p>After reading the book, the teacher asked the student if she could retell the story.</p> <p>Student: Cam Jansen and her friends went to the book store to see the T.V. dog named Poochie. Someone stole Poochie because he was a television dog. I think it was the guy who had the other dog named Cloudy. Cloudy had spots like Poochie. I think that guy switched the dogs. The friends, mostly Cam, figured out who did it. They got Poochie back.</p>	3	With teacher prompting, the student was able to retell the main points of the story. She was also able to illustrate the main character with the two dogs in the story. She added context clues that enabled her to receive this score.

Example R12-3

Resource(s): *The Hole in the Tub* by Joy Cowley, illustrated by Elizabeth A. Fuller (Wright Group / McGraw-Hill, 2005)

Prompts and Sample Scenario	Score	Explanation
<p>After reading the book, the teacher engaged the student with several questions:</p> <p>Teacher: Why did Mrs. Wishy-Washy say “A-ha! I see a good plug for the hole in my tub. Pig, in you go!”? (Prompting the student to use context)</p> <p>Student: Because his tail is so big it can fit in the hole and no water come out</p> <p>Teacher: Why are the animals smiling and laughing when they see the water coming out of the tub? (Prompting the student to use illustrations)</p> <p>Student: They laugh because Mrs. Wishy-Washy didn’t know and water come out. They didn’t like to take a bath</p> <p>Teacher: Have you ever had something that was broken? (Prompting the student to use prior knowledge)</p> <p>Student: My Dad’s car light</p> <p>Teacher: How did you fix it?</p> <p>Student: It didn’t know how to fix it. It cannot work and the police tell him to fix it</p>	3	With teacher prompting, student was able to use various strategies to construct meaning of grade-appropriate passages.

R13 – 6.4 Recognize cause and effect and problem and solution, and use of text for support

In R13 the focus is on the student's ability to identify cause and effect as well as problem and solution from a text that has been read out loud.

Read the text to the student and ask the student to identify the **cause and effect** or the problem and solution. Read several texts to the student over time and provide a score based on the student's average ability.

R13	6.4 Recognize cause and effect and problem and solution, and use text for support.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a text consisting of simple sentences.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a short to medium length text.	In a read-aloud with visual support and prompting, student recognizes cause and effect and problem and solution in a medium length or longer text.

In the following examples, teachers used different materials to assess student ability to recognize cause and effect, and problem and solution in written text.

Example R13-1

Resource(s): *Knuffle Bunny: A Cautionary Tale* by Mo Willems (Hyperion Book CH, 2004)

Prompts and Sample Scenario	Score	Explanation
<p>After reading the book, the teacher prompted the student with several questions:</p> <p>Teacher: Do you know how that sometimes in stories there's a problem? What was the problem in this story? Student: Knuffle Bunny got lost.</p> <p>Teacher: Did the problem get solved? Student: Yes.</p> <p>Teacher: How did the problem get solved? Student: They have to look and look till they found it.</p> <p>Teacher: Why did he get lost? Student: They put it in the closet?</p> <p>Teacher: What was that called? Student: A machine?</p> <p>Teacher: Yes, a washing machine. So, they put him in the machine? Student: And washed the bunny.</p> <p>Teacher: Then what happened? Student: They left.</p> <p>Teacher: So what happened when they left? Student: Knuffle Bunny was lost!</p> <p>Teacher: So how did they get him back? Student: They looked and looked and looked every single thing out till they found him!</p>	3	<p>In a read-aloud with visual support and teacher prompting, student was able to recognize cause and effect as well as problem and solution in a medium-length text.</p>

Example R13-2

Resource(s): *Baghead* by Jarrett J. Krosoczka (Dragonfly Books, 2004)

Prompts and Sample Scenario	Score	Explanation
Before reading, the teacher asked students to observe the illustrations and listen for the problem in the story and see if they can tell what the solution is. <i>Student:</i> He put mask on head. He hair not good. He put thing on the hand and scribbled on hair and the hair come ups.	2	The student recognized the problem and solution, and cause and effect in a short to medium length read aloud.

Example R13-3

Resource(s): *I Lost My Tooth!* by Hans Wilhelm (Scholastic, Inc., 1999)

Prompts and Sample Scenario	Score	Explanation
After reading the book, the teacher prompted the student with several questions: <i>Teacher:</i> So there was a problem in this book wasn't there? <i>Student:</i> He's gonna lose his tooth and he's gonna take a picture. <i>Teacher:</i> How did he solve the problem? <i>Student:</i> He take a picture and the tooth fairy leaved a treat.	2	The story was short to medium length text, consisting of simple words and short sentences. The student was able to clarify cause and effect by stating that the food was hard and that was he was "gonna lose his tooth."

Example R13-4

Resource(s): *Wishy-Washy Day* by Joy Cowley (Shortland Publications, 1993)

Prompts and Sample Scenario	Score	Explanation
After reading the book, the teacher prompted the student with several questions: <i>Teacher:</i> What was the problem the animals had? <i>Student:</i> Don't want a bath. <i>Teacher:</i> How did they solve or fix their problem? <i>Student:</i> They hide in the garden, in the closet, the bed, the shed. <i>Teacher:</i> How else did their problem get solved or fixed? <i>Student:</i> She fall in the tub. <i>Teacher:</i> Why did Mrs. Wishy-Washy fall into the tub? <i>Student:</i> 'Cause she slipped on the soap.	3	Student was able to recognize cause and effect and the problem and solution with visual support and teacher prompting. The book is of medium length.

Writing Inventory for Kindergarten Students

There are nine skills in the writing inventory, numbered W01-W09. The writing inventory focuses on various writing and pre-writing skills.

Example:

R##	Description of Reading Skill				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
	Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point	

Students are scored on a scale from 0-3.

- A student who has not yet developed the skill, **scores a 0.**
- **A score of 1** indicates that the student has begun to acquire the skill but only to a very limited extent, and may require a large amount of prompting and repetition from the teacher.
- **A score of 2** indicates some progress in acquiring the skill but not yet mastery of it.
- **A score of 3** indicates mastery or near mastery of the skills described. Observe the student over a period of time. The score should represent the skill level of the student on average and should not depend on a single observation of the student.

Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point

Before administering the inventory, **make sure you have studied the 9 skills and understand the behaviors you will be observing.**

In the next section the 9 skills of the writing inventory are further explained, with supplementary examples submitted by teachers. The teacher submitted material contains examples of the prompts used in the classroom in administering the ELDA, as well as examples of student responses, scores, and explanations of the scores. The material is provided to assist you in developing your own prompts, and you are encouraged to use material from your own classroom that is familiar to you and your students.

W03 – 2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem)

In W03 the focus at the kindergarten level is on the student's ability to write or dictate a story in English. Students are asked to tell a story using a picture prompt.

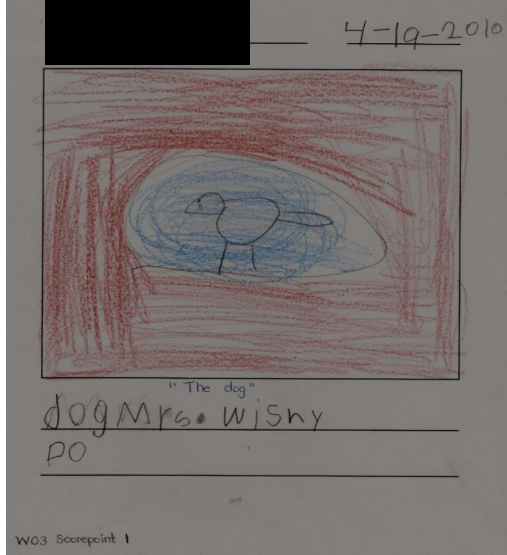
- A student who is able to tell a story using single words or short phrases would, **score a 1.**
- A student who is able to write or dictate a story using sentences but is not able to connect the sentences using connectors and transition words would, **score a 2.**
- A student who is able to write or dictate a story using sentences, and is able to connect the sentences using connectors and transition words would, **score a 3.**

W03	2.2 Write a variety of text types, for example, narrative, descriptive, letter, poem.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Using a provided or student-generated picture prompt, student writes or dictates as developmentally appropriate a story in English using a series of individual words or short phrases relating to the picture.	Using a provided picture prompt, student writes or dictates as developmentally appropriate a story in English using short sentences that may be unconnected by linguistic devices such as connectors and transition words.	Using a provided picture prompt, student writes or dictates as developmentally appropriate a story in English using short sentences that may be connected by linguistic devices such as connectors and transition words.

In the following examples, teachers used different materials to assess student ability to write a variety of text types.

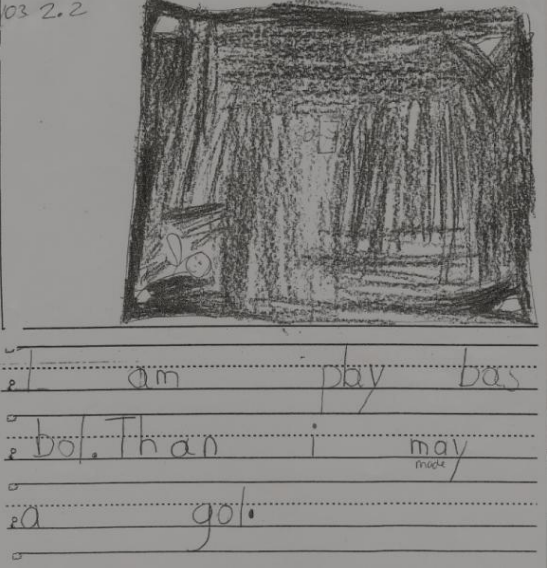
Example W03-1

Resource(s): *Mrs. Wishy-Washy's Tub* by Joy Cowley (The Wright Group, 1998)

Prompts and Sample Scenario:	After reading the story, the teacher asks students to write about one of the animals that Mrs. Wishy-Washy puts into the tub.	 <p>W03 Scorepoint 1</p>
Score:	1	
Explanation:	The student wrote simple words relating to the story.	

Example W03-2

Resource(s): *Mrs. Morgan's Lawn* by Barney Saltzberg (Hyperion Book CH, 1999)

Prompts and Sample Scenario	<p>The teacher read the story and discussed the different equipment and games you can play.</p> <p>Students created their own sentences and drew a picture about their favorite sport.</p>	
Score:	2	
Explanation:	Using a picture prompt provided by the teacher, the student wrote a story in English using short sentences unconnected by linguistic devices such as connectors and transition words.	

Example W03-3

Resource(s): *The Jacket I Wear in the Snow* by Shirley Neitzel, illustrated by Nancy Winslow Parker
(Greenwillow Books, 1994)

Prompts and Sample Scenario:	<p>Teacher: I want you to think like an author and illustrator. After we read the story I want you to draw or write what you are thinking.</p> <p>The student used white paper to write a book:</p>	
Score:	2	
Explanation:	Student wrote a story in English using short sentences that are unconnected by linguistic devices.	

Example W03-4

Resource(s): *Did You See What I Saw?: Poems about School* by Kay Winters, illustrated by Martha Weston
(Viking Penguin, 1996)

Prompts and Sample Scenario:	<p>Teacher read a poem while showing the student illustrations.</p> <p>Teacher: Can you write a poem about your bus?</p> <p>Student: I like this one (pointing to bold text "big").</p> <p>Student copies "big" and shows to teacher.</p> <p>Teacher: Do you want to write anything else in your poem?</p> <p>Student points to next bold text and copies "stop".</p>	
Score:	0	
Explanation:	Student self selects words to copy. Student forms letters correctly. Student does not add his own words or pictures.	

W04 – 3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling

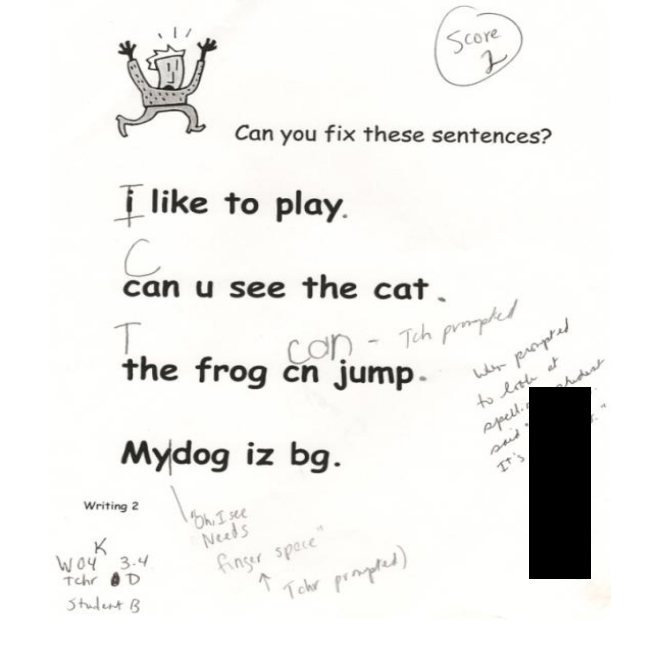
In W04 the focus is on the student's ability to use basic writing conventions (punctuation, capitalization, and spelling).

- **A score of 1** indicates that the student requires teacher support to edit single words or a very short series of words.
- **A score of 2** indicates that the student is able to observe some rules of punctuation and capitalization.
- Students who are able to edit their own writing, with or without teacher support, and observe basic rules of punctuation, capitalization, and spelling **score a 3**.

W04	<i>3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student edits an individual word or series of words with teacher support. Examples: <ul style="list-style-type: none">▪ words related to a visual prompt▪ sentence strips	Student edits writing with teacher support for basic conventions: <ul style="list-style-type: none">▪ end punctuation, and▪ capitalization.	Student edits writing with teacher support for basic conventions: <ul style="list-style-type: none">▪ punctuation (end and internal),▪ capitalization, and▪ spelling at appropriate grade level.

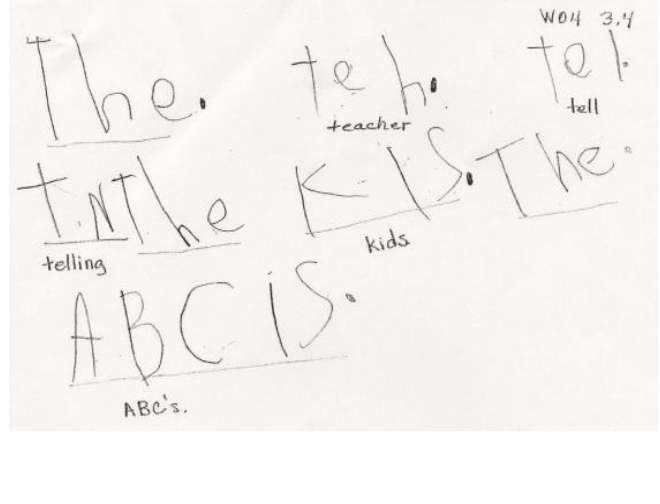
In the following examples, teachers used different materials to assess student ability to edit writing for basic conventions.

Example W04-1

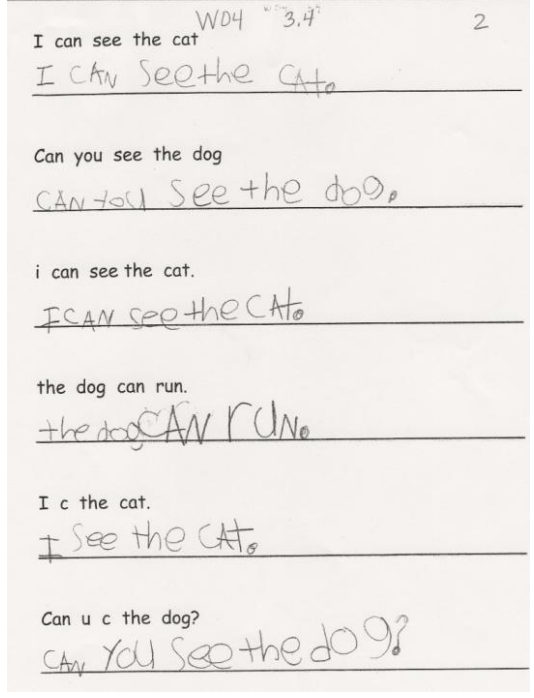
Prompts and Sample Scenario:	Teacher used simple sentences like those below to ask students to check them and correct or edit them. i like to play can u see the cat the frog cn jump Mydog iz bg.	
Score:	3	
Explanation:	The student scored 2 with 5 independent and 2 teacher-prompted corrections. The corrections covered punctuation, capitalization, and spelling.	

Example W04-2

Resource(s): Student writing sample

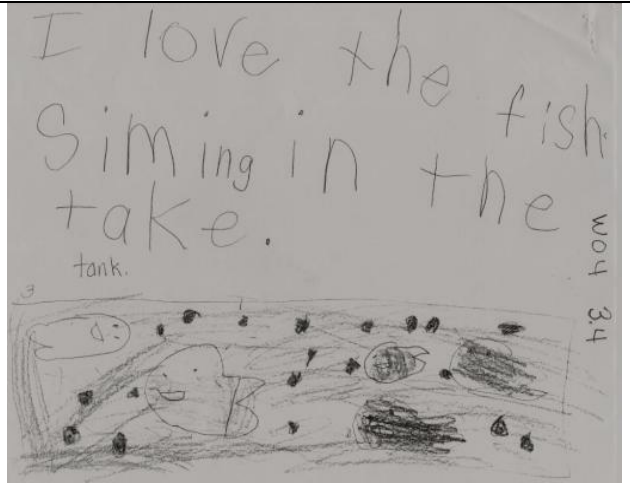
Prompts and Sample Scenario:	Teacher: Let's look at your story. (Teacher read aloud student's story). Can you find any mistakes? Do you have punctuation? Do you have capital letters in the middle of your words? Are all of your words spelled the right way?	
Score:	1	
Explanation:	Student did not attempt to edit for capitalization, even with teacher prompting.	

Example W04-3

Prompts and Sample Scenario:	The teacher provided the student with sentences that all have something wrong. They might be missing punctuation marks, or capital letters, or something might be spelled incorrectly.	
Score:	3	
Explanation:	Student corrected 6 basic conventions, in all three key areas.	

Example W04-4

Resource(s): *I Love Animals (Big Book)* by Flora McDonnell (Candlewick, 1996)

Prompts and Sample Scenario:	<p>After reading the book, the teacher used a smart board to model the written pattern of the story.</p> <p>I love the _____ (animal action)</p> <p>Example: I love the dog chasing his tail</p>	
Score:	3	
Explanation:	There were no errors in punctuation or capitalization. Spelling is appropriate for grade level.	

W05 – 3.5 Edit writing for complete sentences

In W05 the focus is on the student's ability to edit writing for complete sentences.

- Students able to edit only for single words or short phrases with teacher support score a 1.
- Students who are able to edit for complete sentences with teacher support score a 2.
- Students who are able to edit for complete sentences without teacher support score a 3.

W05	<i>3.5 Edit writing for complete sentences.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student edits writing for words or phrases with teacher support.	Student edits writing for complete sentences with teacher support.	Student edits writing for complete sentences without teacher support.

In the following examples, teachers used different materials to assess student ability to edit writing to form complete sentences.

Example W05-1

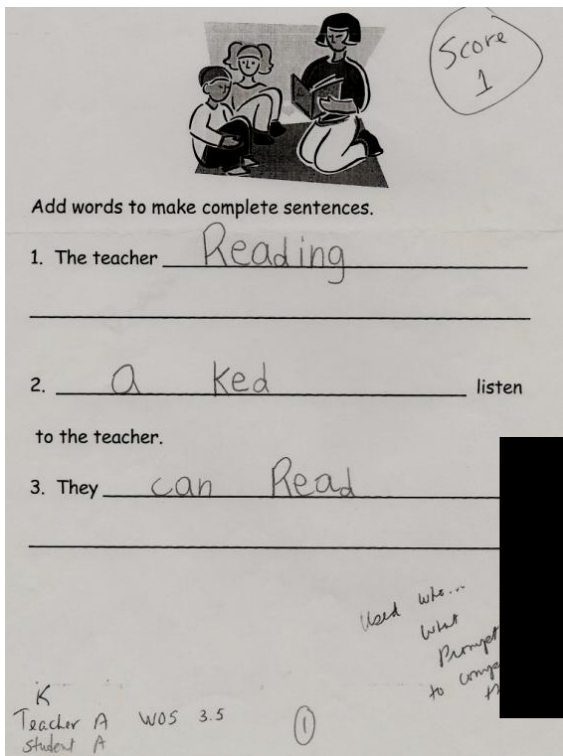
Resource(s): Worksheets obtained online from teaching aid websites.

Prompts and Sample Scenario:

Use the task sheets to gather information. Read the fragment to the student and ask the prompt for the missing part.

Teacher: Look at the picture. What do you see? Now we need to fix these sentences because someone made a mistake. Help me fix this one...

Sample A:



Score 1

Add words to make complete sentences.

1. The teacher Reading

2. a ked listen

to the teacher.

3. They can Read

K Teacher A W05 3.5 Student A ①

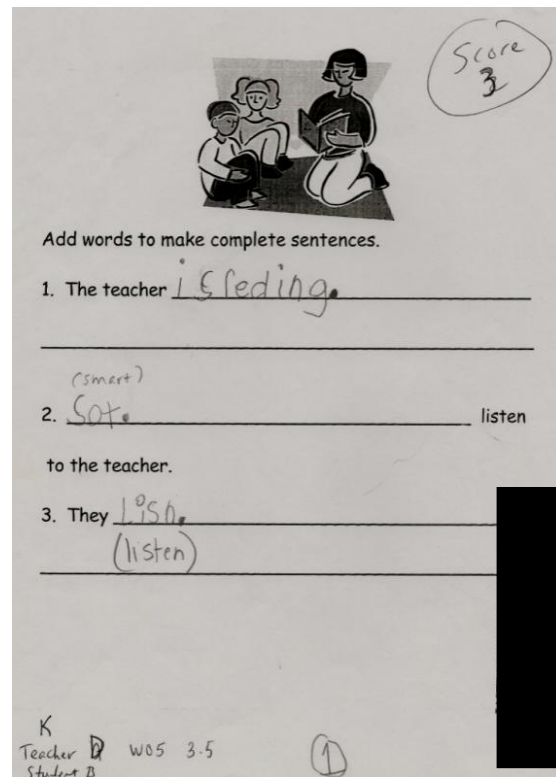
Used who...
what
Prompt
to complete

Score: 1

Explanation:

The student answered 1/3 correctly with a great amount of teacher scaffolding.

Sample B:



Score 3

Add words to make complete sentences.

1. The teacher is feeding

2. Sat ^(Smart) listen

to the teacher.

3. They Lisa _(listen)

K Teacher B W05 3.5 Student B ①

Score: 2

Explanation:

The student scored 2/3 correct responses.

Example W05-2

Resource(s): Student's previous writing

Prompts and Sample Scenario	Score	Explanation
<p>Teacher points to picture and word for blocks and says "This is not a complete sentence. How would you make this a complete sentence?"</p> <p>Student: Blocks are great for build.</p> <p>Student then wrote the words he spoke.</p>		Teacher had to prompt student to go back and write a complete sentence.
<p>The image shows a student's handwritten work on a piece of paper. At the top right, it says 'W05 3.5'. In the center, there are three hand-drawn rectangles representing blocks. Below the blocks, the word 'BLOX' is written. At the bottom, the sentence 'Blocks are great for build.' is written in a cursive-like script. The word 'BLOX' is crossed out with a horizontal line, and the word 'build' is also crossed out with a horizontal line.</p>		

Listening Inventory for Kindergarten Students

There are seven skills in the listening inventory, numbered L01-L07. The listening inventory focuses on everyday listening behaviors.

R##	Description of Reading Skill				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
	Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point	

Students are scored on a scale from 0-3.

- A student who has not yet developed the skill, **scores a 0**.
- **A score of 1** indicates that the student has begun to acquire the skill but only to a very limited extent, and may require a large amount of prompting and repetition from the teacher.
- **A score of 2** indicates some progress in acquiring the skill but not yet mastery of it.
- **A score of 3** indicates mastery or near mastery of the skill. Observe the student over a period of time. The score should represent the skill level of the student on average and should not depend on a single observation of the student.

Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point

Before administering the inventory, **make sure you have studied the 7 skills and understand the behaviors you will be observing.**

In the next section sample skills from the listening inventory are further explained, with supplementary examples submitted by teachers. The teacher submitted material contains examples of the prompts used in the classroom in administering the ELDA, as well as examples of student responses, scores, and explanations of the scores. The material is provided to assist you in developing your own prompts, and you are encouraged to use material from your own classroom that is familiar to you and your students.

L03– 2.1 Identify main points from spoken language (with and without visual support)

In L03 the focus is on the student’s ability to identify the main points of speech.

- A student who is able to identify the main point of a short conversation (or other media) on a familiar topic, **scores a 1.**
- A student who is able to identify the main point of a longer conversation (or other media) on familiar topics, **scores a 2.**
- A student who is able to identify the main point of a conversation (or other media) on new and unfamiliar topics, **scores a 3.**

L03 2.1 <i>Identify main points from spoken language (with and without visual support).</i>			
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	With visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a short conversation or short text or other media presented in English on a familiar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	With or without visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation or other media presented in English on a familiar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television 	With or without visual support, a student responds nonverbally (gestures or written responses) or verbally in English to identify the main point of a longer conversation or other media presented in English on an unfamiliar topic. Media examples: <ul style="list-style-type: none"> ▪ films ▪ plays ▪ television

In the following examples, teachers used different materials to assess a student’s ability to identify the main points of speech (with and without visual support).

Example L03-1

Resource(s): A videotape from a neighborhood dentist titled *Geena's Tremendous Tooth Adventure* (Proctor & Gamble, 2007)

Prompts and Sample Scenario	Score	Explanation
<p>After viewing the tape, the teacher asked the student to identify the main points of the film.</p> <p>Teacher: What kind of animal did they use? Student: Geena was a giraffe.</p> <p>Teacher: Why was Geena happy? Student: She got a new BIG tooth.</p> <p>Teacher: Why did she become upset? Student: She thought it would fall out like her baby ones.</p> <p>Teacher: After Geena went to sleep, what happened? Student: She had a dream about how to protect her teeth.</p>	3	With visual support, the student responded verbally in English to identify the main points of the film.

Example L03-2

Prompts	Observations	Score	Explanation
The teacher asked the students to clean up and meet her on the rug.	The student looks for guidance to his peers and follows their lead.	1	The student cleans up and sits down, with guidance.

Example L03-3

Resource(s): *Now I Know Seeds* by Melvin and Gilda Berger (Scholastic, 2004)

Prompts		
<p>During circle time the teacher and students read and discussed the various stages of a plant's growth by completing the three-step plant sequencing sheet at the tables.</p> <p>During small group, the children came up to the teacher's table, one at a time, to discuss their sequencing sheet.</p>		
Sample Scenario	Score	Explanation
<p>Tell me what happened. What happened at the beginning, in the middle, and at the end?</p> <p>Teacher: Please tell me about your paper, how does a seed grow?</p> <p>Student: The seed is beginning to grow (she pointed to the first box) Student: The leaves begin to grow (she pointed to the second box) Student: The flower is all complete... It made a sunflower (she pointed to the third box)</p>	3	The student sequenced the paper correctly, and gave a detailed account of what was happening in each box. The student had no problems relating information about seed growth to another person.

Example L03-4

Resource(s): *Where the Wild Things Are* by Maurice Sendak (Harper & Row, 1963)

Prompts and Sample Scenario	Score	Explanation
<p>Teacher: What story did we just listen to? Student: The wild stuff.</p> <p>Teacher: Tell me about the story. Student: I saw wild animal. The wilds not let the boy leave.</p> <p>Teacher: Who else was in the story? Student: The boy.</p> <p>Teacher: What was his name? Student: Aaron? I got a feeling his Aaron.</p> <p>Teacher: What did Max do? Student: The room turned to wild.</p> <p>Teacher: What did Max's mom do to him? Student: Didn't let him eat the food.</p> <p>Teacher: Why? Student: Make mess of his room.</p> <p>Teacher: Where did Max go? Student: To the wild things.</p> <p>Teacher: Why did Max come back? Student: He hungry.</p>	2	The student received a score of 2. She was able to respond to the questions verbally in English. She was able to identify some of the main points of the story.

L05– 3.1 Understand common expressions and vocabulary related to school social interaction

In L05 the focus is on school conversation, and interactions with adults or with other students.

- **A score of 1** indicates that the student has difficulty understanding conversations in English and relies instead on repetition, rephrasing, and nonverbal clues to understand what is being said.
- **A score of 2** indicates that the student is able to take part in conversations and interact with others but not without some repetition or rephrasing from the speaker.
- **A score of 3** indicates that the student is able to take part in conversations, listen to what others are saying, and respond verbally or nonverbally.

L05	3.1 Understand common expressions and vocabulary related to school social interaction.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student has difficulty responding verbally or nonverbally to school social conversations. Relies on gestures, facial expressions, and frequent repetition and rephrasing from speakers.	Student responds appropriately in English, verbally or nonverbally, to school social conversation with limited repetition and rephrasing from speakers.	Student responds appropriately in English, verbally or nonverbally, to school social conversations in a variety of settings.

In the following examples, teachers used different materials to assess a student's ability to understand common expression and vocabulary related to school social interaction.

Example L05-1

Setting	
Observation of two students during math center activities and small group literacy center activities.	
Prompts and Sample	
Student A: Teacher: What is your favorite math center activity? Student A: I like to play with the bears. (Student is referring to bear counters.) Teacher: What do you like to do with the bears? Student A: I like to make numbers with them. (Student is referring to sets.) Teacher: What are you doing in your center today? Student A: I read the big book about the elephant. Teacher: What was your favorite part of the story? Student A: I like the part where the baby splashed the other animals.	Student B: This student was observed during whole group time, snack, and various times throughout the day. During snack, the student tried her snack and said “Me no like this”. When asked about her field trip permission and money she said “My mom going to bring it in the lunch time. Her going to bring it.”
Score: 3	Score: 2
Explanation: Student A used complete sentences when answering the questions. She understood the questions asked of her. She showed no hesitation and did not require prompting.	Explanation: The teacher gave this student a 2 because she responded to a topic, but got mixed up with words. The teacher noted that she needs to rephrase the student’s sentences and correct her about half the time.

Example L05-2:

Setting	Observations	Score	Explanation
The teacher assessed this skill while observing students during center activities, whole and small group activities, and individual conferencing.	The student reminded others to make good choices. The student recited classroom rules and expectations to others. The student also responded to questions during lessons and asked questions related to topic. The student is a helper and leader in the classroom and has directed others when necessary.	3	The teacher gave this student a 3. She responds appropriately in English during lesson and in social settings.

Example L05-3

Observations	Score	Explanation
<p>The student was standing with another student at the class “Treasure Box”. They were both choosing a prize for good behavior. (Student B is being observed)</p> <p>Student A: What are you going to get from the Treasure Box?</p> <p>Student B: I already have this one. I don’t have this one. I have no idea how this one works!</p> <p>Student A: I want a Transformer.</p> <p>Student B: Yea, I love Transformers. I wish they were in the Treasure Box.</p>	3	Student B was able to respond appropriately in English to a school social conversation.

Example L05-4

Setting	Observations	Score	Explanation
As students enter the class room, the teacher engages in conversation with them using formal greetings.	<p>Teacher: (Extending hand to student) How are you today?</p> <p>Student: (Smiles).</p> <p>Teacher: How are you today?</p> <p>Student: Good.</p>	1	The teacher’s knowledge of this student’s behavior toward engaging in conversation helped to justify this score. Teacher had to repeat the statement to get a response that showed understanding.

L07– 4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc...

In L07 the focus is on the student's ability to demonstrate complex listening skills.

Responses may be verbal or nonverbal, and are assessed based on the student's demonstration of comprehension by making predictions, generalizations, or drawing conclusions.

- A student who demonstrates comprehension of simple directions in English, **scores a 1.**
- A student who demonstrates comprehension of a simple short story or conversation, **scores a 2.**
- A student who demonstrates comprehension of long, complex stories or conversations, **scores a 3.**

L07		4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1.	<p>After listening to a simple direction presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a simple short story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion 	<p>After listening to a complex long story or conversation presented in English, a student demonstrates comprehension through making predictions and generalizations and drawing conclusions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ sorting pictures into groups, indicating generalization ▪ drawing pictures to indicate a prediction or a conclusion 	

In the following examples, teachers used different materials to assess a student's ability to comprehend spoken language through drawing conclusions, making generalizations, making predictions, etc.

Example L07-1

Resource(s): *Have You Seen the Crocodile?* by Colin West (Candlewick, 2003)

Prompts and Sample Scenario	Score	Explanation
After the teacher read part of the book to the student, the teacher asked her to predict what was going to happen next. Student: The crocodile will eat the animals, the animals fly away faster they can do it.	2	The student was able to make a prediction about a simple story in English.

Example L07-2

Resource(s): *Kevin and His Dad* by Irene Smalls, illustrated by Michael Hays (Little, Brown Books for Young Readers, 1999)

Prompts and Sample Scenario	Score	Explanation
Teacher reads the story and engages the student with questions about it: Teacher: What will happen when they get home? Student: He will go to bed. Teacher: Do you know anything else that happened? Student: They cleaned the house, they washed the dishes, they went to the movie theater, they get lunch. Teacher: How do you think Kevin feels about his Dad? Student: Happy.	3	The student provided many details in most of his answers.

Example L07-3

Resource(s): *The Carrot Seed* by Ruth Krauss, illustrated by Crockett Johnson (HarperFestival, 1993)

Prompts and Sample Scenario	Score	Explanation
Students were asked to listen to the story and predict what happens at the end. They were asked to tell and draw the ending. The teacher read the book aloud to the class, stopping the story before completing the last four pages. Teacher: We are going to read the book, <i>The Carrot Seed</i> , and I want you to predict the ending. You will tell me how it ends, as if you were the author and draw a picture of the ending, as if you were the illustrator. After reading: What do you think happened on the next pages? Student: I think he [the seed] grew up. This grow bigger. This little.	2	The student demonstrates comprehension of a simple short story by drawing a picture to predict the ending of the story. The student demonstrates two ways by drawing and by verbalizing thoughts.

Example L07-4

Resource(s): *Splash!* by Flora McDonnell (Candlewick, 1999)

Prompts and Sample Scenario	Score	Explanation
<p>The teacher “picture-walked” through the book.</p> <p>Teacher: Tell me what happened at the beginning of the story. Student: The elephants are hot.</p> <p>Teacher: What happened in the middle of the story? Student: The little elephant meet them at the river... The tiger and rhinoceros were hot.</p> <p>Teacher: What happened at the end of the story? Student: The elephant made a big splash!</p> <p>Teacher: How did the animals feel at the end of the story? Student: The animals were cooled down and happy.</p>	3	The student understood beginning, middle and end concepts in a book.

Speaking Inventory for Kindergarten Student

There are eight skills in the speaking inventory, numbered from S01-S08. Performance on each skill is described by rubrics showing increasing levels of mastery.

R##	Description of Reading Skill				
	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
	Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point	

Students are scored on a scale from 0-3.

- A student who has not yet developed the skill, **scores a 0.**
- **A score of 1** indicates that the student has begun to acquire the skill but only to a very limited extent, and may require a large amount of prompting and repetition from the teacher.
- **A score of 2** indicates some progress in acquiring the skill but not yet mastery of it.
- **A score of 3** indicates mastery or near-mastery of the skill. Remember to assess students based on observations over a period of time. Score the student on their average ability, and not on isolated observations.

Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score 1	Student meets this description to get 1 Point	Student meets this description to get 2 Point	Student meets this description to get 3 Point

Before administering the inventory, **make sure you have studied the 8 skills and understand the behaviors you will be observing.**

In the next section select skills from the speaking inventory are further explained, with supplementary examples submitted by teachers. The teacher-submitted material contains examples of the prompts used in the classroom in administering the ELDA, as well as examples of student responses, scores, and explanations of the scores. The material is provided to assist you in developing your own prompts, and you are encouraged to use material from your own classroom that is familiar to you and your students.

S06– 3.2 Clarify and support spoken ideas with evidence, elaboration, and examples

In S06 the focus is on the student’s ability to clarify his or her ideas in responding to questions. Students are asked questions to clarify an idea.

- A student who is able to respond using single or two-word responses, **scores 1.**
- A student who is able to respond using phrases and simple sentences, **scores 2.**
- A student who is able to use complete and cohesive sentences and is able to elaborate in response, **scores 3.**

S06		3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1.	Student begins to clarify his or her ideas in responding to questions using one- or two-word utterances in English.	Student clarifies his or her ideas in responding to questions using phrases and simple sentences in English.	Student clarifies his or her ideas in responding to questions with complete cohesive sentences using elaboration and examples in English.	

In the following examples, teachers used different materials to assess a student’s ability to clarify and support ideas with evidence, elaboration, and examples.

Example S06-1

Resource(s): *The Party* by Sarah Prince (Sundance Pub, 1999)

Prompts and Sample Scenario	Score	Explanation
<p>The teacher shows the student the cover of the book and read the title.</p> <p>Teacher: Have you ever been to a party?</p> <p>Student: (Nodded yes)</p> <p>Teacher: What did you do?</p> <p>Student: (No response)</p> <p>Teacher: What did you see?</p> <p>Student: Presents.</p>	1	The student used gestures and one-word responses.

Example S06-2

Resource(s): *Supersize Bugs* by Andrew Davies (Sterling, 2008)

Prompts and Sample Scenario	Score	Explanation
<p>The student reads independently in the science center. The teacher approaches the student and asks questions about her reading activity:</p> <p>Teacher: What are you reading?</p> <p>Student: I read book.</p> <p>Teacher: What do you notice on that page?</p> <p>Student: This ladybug.</p> <p>Teacher: Tell me something about this page with the butterfly.</p> <p>Student: It pretty. Little bit of blue, yellow, black. Those are butterfly. Look this. This little. This big.</p>	2	The student responds to questions using phrases and simple sentences in English to clarify her ideas in responding to the teacher's questions.

Example S06-3

Setting	Prompts and Sample Scenario	Score	Explanation
Transition time	<p>Teacher: What did you do after school yesterday?</p> <p>Student: I went with my cousin watching TV. I went to trampoline and then I went to my cousin's party house.</p> <p>Teacher: What is a party house?</p> <p>Student: My cousin gets a birthday.</p>	2	Student attempted to use complete sentences but lacked the necessary grammar.

Example S06-4

Setting	Prompts and Sample Scenario	Score	Explanation
Small group writing activity.	<p>Teacher: Tell me the story you would like to write today?</p> <p>Student: I got stickers.</p> <p>Teacher: When did you get stickers?</p> <p>Student: My mom got stickers.</p> <p>Teacher: When did your mom get you stickers?</p> <p>Student: No. Her going to get the stickers.</p>	2	The student communicates in short sentences. She uses pronouns, but incorrectly. She is able to clarify misconceptions.

Example S06-5

Resource(s): Teacher introduces a letter per week. One week “Xx” is introduced. On the letter card is a picture of a xylophone.

Prompts and Sample Scenario	Score	Explanation
<p>Teacher: What is a xylophone?</p> <p>Student: It plays music. You use the sticks to hit each key. Each key makes a different sound like a piano.</p>	3	The student conveys her thoughts by clarifying her ideas in responding to the question. She used complete cohesive sentences using elaboration and examples in English.

S07– 3.3 Use logically connected language and discuss implied meanings

In S07 the focus is on the student’s ability to pick up on the implied meaning of text and speech.

- A student who is just beginning to understand the implied meaning of text or speech and convey that meaning using single or two-word responses scores 1.
- A student who is able to understand some implied meanings of text or speech and to convey that meaning using short phrases and simple sentences scores 2.
- A student who is able to understand the implied meaning of a text or speech, and is able to use complete and cohesive sentences to convey thoughts about the meaning, scores 3.

S07		3.3 Use logically connected language and discuss implied meanings.		
Score Point 0	Score Point 1	Score Point 2	Score Point 3	
Does not meet score point 1.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using one- or two-word responses in English.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using short phrases and simple sentences in English.	Student begins to convey thoughts about implied meanings of written or spoken language, such as stories or conversations, using complex sentences in English.	

In the following examples, teachers used different materials to assess a student’s ability to use English to convey thoughts on implied meanings.

Example S07-1

Resource(s): *The Little Red Hen* by Michele Dufresne (Pioneer Valley Books, 1993)

Prompts and Sample Scenario	Score	Explanation
<p>Teacher shows the student the cover of the book.</p> <p>Teacher: What do you think the story will be about?</p> <p>Student: Pick corn.</p> <p>After reading:</p> <p>Teacher: What did the Little Red Hen want the animals to do at the beginning of the story?</p> <p>Student: Cook.</p> <p>Teacher: What did the animals wants to do at the end of the story?</p> <p>Student: Eat.</p>	1	The student used simple one- to two-word responses to questions about a familiar story.

Example S07-2

Setting	Prompts and Sample Scenario	Score	Explanation
The student saw a puppet show about litter and keeping our earth clean. There were boy and girl puppets and a talking trash can.	<p>Teacher: What did you learn about the puppet show today?</p> <p>Student: It had girl. Trash can come out. Trash can talk. A dog. A cat. Trash can talk.</p>	1	The student used one- or two-word responses in English.

Example S07-3

Resource(s): *Oliver and Amanda and the Big Snow* by Jean van Leeuwen (Puffin, 1998)

Prompts and Sample Scenario	Score	Explanation
<p>The teacher reads several pages of the text and then stops to ask the students questions.</p> <p>Teacher: What does it mean that the bird feeder wore a white hat? Where is the bird feeder?</p> <p>Student: (Points to it)</p> <p>Teacher: Why does the author say it is wearing a white hat?</p> <p>Student: The snow.</p> <p>Teacher: What about the snow?</p> <p>Student: Him looks like he's telling him that it's wearing a white hat.</p>	2	The student answered in simple language, but the responses did increase in length as the conversation continued. Sentences were not complex enough to obtain a level 3 score.

Example S07-4

Prompts and Sample	
Student A: Teacher: The girl wore her coat, scarf, mittens and warm boots. What do you think is happening outside? Student A: It's cold. Teacher: Why do you say it is cold? Student A: (Long pause) It will make you freeze.	Student B: Teacher: The girl wore her coat, scarf, mittens and warm boots. What do you think is happening outside? Student B: Outside it is snowy. Teacher: Why do you say it is snowy? Student B: Because when the clouds come it starts snowing on the ground on the grass.
Score: 2	Score: 3
Explanation: Student used simple sentences to show he understood the implied winter weather.	Explanation: Student used complex sentences to show he understood the implied winter weather.

Example S07-5

Resource(s): *The Story of Half Chicken* by Ivar da Coll (Houghton Mifflin, 2001)

Prompts and Sample Scenario	Score	Explanation
Teacher: Once upon a time long ago, a kind little chicken lived a simple life on a farm. What do you think the word "simple" means in this sentence? Student: I don't know. Teacher: Why do you think they call him Half Chicken? Student: Because he only has one leg. Teacher: Let's read on to see if we can find out. "Help! Help!" cried Fire, "My flame is dying out." What do you think the fire means? Student: Because the fire is going out.	2	Student had limited understanding of questions 2 and 3, but she seemed to be on the right track.

S08– 4.3 Use language to justify, organize, agree, and disagree

In S08 the focus is on the student’s ability to use language in a conversation requiring some complexity. The student may be asked to justify an opinion or a preference, to organize, compare, and contrast items, or to declare why they agree or disagree with a statement.

- A student who is limited to single or two-word phrases, **scores 1.**
- A student who is able to use short phrases and simple sentences, **scores 2.**
- A student who is able to use complete and cohesive sentences, **scores 3.**

S08	<i>4.3 Use language to justify, organize, agree, and disagree.</i>		
Score Point 0	Score Point 1	Score Point 2	Score Point 3
Does not meet score point 1.	Student begins to justify, organize, or agree or disagree with questions using one- or two-word utterances in English.	Student begins to justify, organize, or agree or disagree with questions using short phrases and simple sentences in English.	Student can justify, organize, or agree or disagree with questions using complete cohesive sentences in English.

In the following examples, teachers used different materials to assess a student’s ability to use spoken language to justify, organize, agree or disagree with the presented scenarios.

Example S08-1

Resource(s): *Abuela* by Arthur Dorros (Puffin, 1997)

Prompts and Sample Scenario	Score	Explanation
<p>During whole group shared reading time, the teacher introduced the new book and told the students that “Abuela” is the Spanish word for grandma. Then the teacher asked the students to look at the front cover and tell her what they see.</p> <p>Student: I see a little girl and her grandma flying. Teacher: How do you think they are feeling?</p> <p>Student: Happy. Teacher: How can you tell they are happy?</p> <p>Student: They are smiling. Teacher: Do you think this story is fiction or nonfiction?</p> <p>Student: Nonfiction, because people can’t fly! Teacher: So, do you think the story is real or make-believe?</p> <p>Student: Make-believe. Teacher: That means its fiction. Nonfiction means its real.</p> <p>Student: Right, fiction.</p>	2	The student was able to justify answers to questions using short phrases and simple sentences in English.

Example S08-2

Resource(s): *Hats* from Book Builder Software. (This is a book titled *Hats*, created by Book Builder that has repeating lines in it using the student’s name.)

Prompts and Sample Scenario	Score	Explanation
<p>The student reads the book, <i>Hats</i>, aloud.</p> <p>Teacher says: Did you like this book? Why or why not? Student: Dat good book. It hat in it. I like hats.</p>	1	The student is beginning to justify, with one- to two-word utterances in English.

Example S08-3

Resource(s): A picture pulled from the Internet of a little girl who looks very upset.

Prompts and Sample Scenario	Score	Explanation
<p>The teacher showed the student the picture.</p> <p>Teacher: Tell me, what do you notice about this picture? Student: The wind is blowing his hair.</p> <p>Teacher: What else do you notice? Student: Him sad.</p> <p>Teacher: Why do you think the girl is sad? Student: Him doing like this. (The student demonstrated how the little girl in the picture had her eyes squeezed shut.)</p>	2	The student used short phrases and simple sentences to justify what he is interpreting as he views the picture. His justification of the girl's emotions is developing as he explains the eyes being squeezed shut.

Example S08-4

Resource(s): Clip art of animal pictures

Prompts and Sample Scenario	Score	Explanation
<p>Teacher: Tell me which animal would be the best pet for you and why. Student: (Pointed to little puppy)</p> <p>Teacher: Tell me why? Student: Its eyes are shiny.</p> <p>Teacher: Do you have a pet at your house? Student: A Chihuahua.</p> <p>Teacher: Does this puppy look like your puppy? Student: No mine is brown.</p> <p>Teacher: (Points to dog with teeth) Would you like this dog? Student: (Grinning) No.</p>	2	The student answered questions with short phrases and simple sentences.

Example SO8-5

Resource(s): *Mayday! Mayday! A Coast Guard Rescue* by Chris L. Demarest (Margaret K. McElderry, 2004)

Prompts and Sample Scenario	Score	Explanation
<p>Teacher: What do you see on the front cover? How are they feeling? How do you know?</p> <p>Student: I see a helicopter and a boat. The people are getting into trouble, there are splashes and a storm. The storm catches you and you will drown. The helicopter will save them. That is why he is there, the people in the boat are scared. There is a lot of water and rain. You could die. They will put the rope down and pull them out. They will give them food and water.</p>	3	The student justified and organized her thoughts, and questioned the situation. She used complete, cohesive sentences in English.